

English Medium Term Plan Term: Autumn 1 Year: 3

Texts / Genres Covered	Goldilocks and the Three Bears (Roald Dahl), Traditional Fables, Zoom (Istvan Banyai),				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Descriptive writing (Thief)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 	Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> * using dictionaries to check the meaning of words that they have read. * discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> * predicting what might happen from details stated and implied. * asking questions to improve their understanding of a text. 	Plan their writing by: <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by: <ul style="list-style-type: none"> * discussing and recording ideas. * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by: <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements. * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * using conjunctions, adverbs and prepositions to express time and cause. * using fronted adverbials. Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	<ul style="list-style-type: none"> * Introduction to Year 3 spelling words. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 2 Recount writing (Newspaper Article)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * ask relevant questions to extend their understanding and knowledge. * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * participate in discussions, 	Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> * discussing words and phrases that capture the reader's interest and imagination. understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning. Understand what they read, in books they can read independently, by:	Plan their writing by: <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by: <ul style="list-style-type: none"> * discussing and recording ideas. * organising paragraphs around a theme. * in non-narrative material, using simple organisational devices. Evaluate and edit by: <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements. * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> * using the present perfect form of verbs in contrast to the past tense. * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. indicate grammatical and other features by: <ul style="list-style-type: none"> * using and punctuating direct speech. Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	<ul style="list-style-type: none"> * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

	presentations, performances, roleplay/improvisation s and debates.	* identifying how language, structure, and presentation contribute to meaning.			
Week 3 Fables (Drama)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * use spoken language to develop understanding through speculating, hypothesising, and imagining and exploring ideas. * speak audibly and fluently with an increasing command of Standard English. * participate in discussions, presentations, performances, roleplay/improvisation s and debates. * gain, maintain and monitor the interest of the listener(s). 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * reading books that are structured in different ways and reading for a range of purposes. * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning. * identifying main ideas drawn from more than 1 paragraph and summarising these. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>* proofread for spelling and punctuation errors</p> <p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * using the present perfect form of verbs in contrast to the past tense. <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * using commas after fronted adverbials. 	* spell further homophones.
Week 4 Fables (Writing)	<ul style="list-style-type: none"> * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * give well-structured descriptions, explanations and 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * using dictionaries to check the meaning of words that they have read. * identifying themes and conventions in a wide range of books. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * using conjunctions, adverbs and prepositions to express time and cause. <p>indicate grammatical and other features by:</p>	* spell further homophones. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.

	<p>narratives for different purposes, including for expressing feelings.</p> <ul style="list-style-type: none"> * participate in discussions, presentations, performances, roleplay/improvisation s and debates. 	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * predicting what might happen from details stated and implied. * asking questions to improve their understanding of a text. 	<ul style="list-style-type: none"> * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>* proofread for spelling and punctuation errors</p> <p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<ul style="list-style-type: none"> * using and punctuating direct speech. <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	
Week 5 Descriptive writing (Zoom)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * reading books that are structured in different ways and reading for a range of purposes. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * predicting what might happen from details stated and implied. <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>* proofread for spelling and punctuation errors</p> <p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. * using fronted adverbials. 	<ul style="list-style-type: none"> * use further prefixes and suffixes and understand how to add them.
Week 6 Descriptive writing (Zoom)	<ul style="list-style-type: none"> * ask relevant questions to extend their understanding and knowledge. 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * using dictionaries to check the meaning of words that they have read. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas 	<p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> * use further prefixes and suffixes and understand how to add them.

	<ul style="list-style-type: none"> * use relevant strategies to build their vocabulary. * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. * participate in discussions, presentations, performances, roleplay/improvisation s and debates. * consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<ul style="list-style-type: none"> * discussing words and phrases that capture the reader's interest and imagination. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning. * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <ul style="list-style-type: none"> * proofread for spelling and punctuation errors <ul style="list-style-type: none"> * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * using commas after fronted adverbials. <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
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English Medium Term Plan Term: Autumn 2 Year: 3

Texts / Genres Covered	Poetry (Haiku, Tanka, Kennings, Limericks), Writing and Performing a Play				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Poetry (Limericks)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * speak audibly and fluently with an increasing command of Standard English. * gain, maintain and monitor the interest of the listener(s). 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * reading books that are structured in different ways and reading for a range of purposes. * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * asking questions to improve their understanding of a text. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <ul style="list-style-type: none"> * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<ul style="list-style-type: none"> * spell further homophones.
Week 2 Poetry (Kennings)	<ul style="list-style-type: none"> * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. * speak audibly and fluently with an increasing command of Standard English. * gain, maintain and monitor the interest of the listener(s). 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * using dictionaries to check the meaning of words that they have read. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using the present perfect form of verbs in contrast to the past tense. <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> * use further prefixes and suffixes and understand how to add them. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.

Week 3 Poetry (Tanka)	<ul style="list-style-type: none"> * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * speak audibly and fluently with an increasing command of Standard English. * gain, maintain and monitor the interest of the listener(s). 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * discussing words and phrases that capture the reader's interest and imagination. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> * spell further homophones. * spell words that are often misspelt.
Week 4 Poetry (Haiku)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * speak audibly and fluently with an increasing command of Standard English. * gain, maintain and monitor the interest of the listener(s). 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * using dictionaries to check the meaning of words that they have read. <p>*recognising some different forms of poetry.</p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning. * identifying main ideas drawn from more than 1 paragraph and summarising these. <p>Retrieve and record information from non-fiction.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <ul style="list-style-type: none"> * proofread for spelling and punctuation errors 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * learning the grammar for years 3 and 4 in Appendix 2. 	<ul style="list-style-type: none"> * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 5 Play (Drama)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * articulate and justify answers, arguments and opinions. * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * speak audibly and fluently with an increasing 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * reading books that are structured in different ways and reading for a range of purposes. <p>* preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>* discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * learning the grammar for years 3 and 4 in Appendix 2. 	<ul style="list-style-type: none"> * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

	<p>command of Standard English.</p> <ul style="list-style-type: none"> * participate in discussions, presentations, performances, roleplay/improvisations and debates. * gain, maintain and monitor the interest of the listener(s). * consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		
<p>Week 6 Play (Writing)</p>	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers. * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. * speak audibly and fluently with an increasing command of Standard English. 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * predicting what might happen from details stated and implied. * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> * in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * learning the grammar for years 3 and 4 in Appendix 2. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * using commas after fronted adverbials. * using and punctuating direct speech. <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> * spell words that are often misspelt.

English Medium Term Plan Term Spring 1 Year: 3

Texts / Genres Covered	Traditional Tales (Alternative Fairy Tales), Explanations				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Explanation (Science)	<ul style="list-style-type: none"> * ask relevant questions to extend their understanding and knowledge * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> * retrieve and record information from non-fiction <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * organising paragraphs around a theme <p>* proofread for spelling and punctuation errors</p>	<p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> * use further prefixes and suffixes and understand how to add them. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 2 Explanation (Science)	<ul style="list-style-type: none"> * use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> * retrieve and record information from non-fiction <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * reading books that are structured in different ways and reading for a range of purposes <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying main ideas drawn from more than 1 paragraph and summarising these 	<p>Draft and write by:</p> <ul style="list-style-type: none"> * organising paragraphs around a theme * in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> * spell words that are often misspelt.
Week 3 Traditional Tales (Alternative Fairy Tales)	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers * maintain attention and participate actively in collaborative conversations, staying on topic and initiating 	<ul style="list-style-type: none"> * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> * spell further homophones.

	and responding to comments	<p>* discussing words and phrases that capture the reader's interest and imagination</p> <p>Understand what they read, in books they can read independently, by:</p> <p>* identifying how language, structure, and presentation contribute to meaning</p>			
Week 4 Traditional Tales (Alternative Fairy Tales)	<p>* participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>* speak audibly and fluently with an increasing command of Standard English</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>* identifying themes and conventions in a wide range of books</p> <p>Understand what they read, in books they can read independently, by:</p> <p>* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Draft and write by:</p> <p>* composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>* in narratives, creating settings, characters and plot</p> <p>* proofread for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <p>* using and punctuating direct speech</p>	<p>* use further prefixes and suffixes and understand how to add them.</p>
Week 5 Traditional Tales (Alternative Fairy Tales)	<p>* use relevant strategies to build their vocabulary</p> <p>* ask relevant questions to extend their understanding and knowledge</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>* increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>* using dictionaries to check the meaning of words that they have read</p> <p>Understand what they read, in books they can read independently, by:</p> <p>* predicting what might happen from details stated and implied</p>	<p>Draft and write by:</p> <p>* composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>* organising paragraphs around a theme</p> <p>* proofread for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <p>* using commas after fronted adverbials</p>	<p>* spell words that are often misspelt.</p> <p>* use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>
Week 6 Traditional Tales (Alternative Fairy Tales)	<p>* listen and respond appropriately to adults and their peers</p>	<p>* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Understand what they read, in books they can read independently, by:</p> <p>* asking questions to improve their understanding of a text</p>	<p>Evaluate and edit by:</p> <p>* assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <p>* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>* spell further homophones.</p>

		* preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
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English Medium Term Plan Term: Spring 2 Year: 3

Texts / Genres Covered	Take 1 Book (Charlie and the Chocolate Factory), Persuasive Writing				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Persuasive Writing	* articulate and justify answers, arguments and opinions * consider and evaluate different viewpoints, attending to and building on the contributions of others	Develop positive attitudes to reading, and an understanding of what they read, by: * reading books that are structured in different ways and reading for a range of purposes Understand what they read, in books they can read independently, by: * identifying main ideas drawn from more than 1 paragraph and summarising these * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas Draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme	Develop their understanding of the concepts set out in Appendix 2 by: * using the present perfect form of verbs in contrast to the past tense	* use further prefixes and suffixes and understand how to add them.
Week 2 Persuasive Writing	* articulate and justify answers, arguments and opinions * consider and evaluate different viewpoints, attending to and building on the contributions of others	Develop positive attitudes to reading, and an understanding of what they read, by: * using dictionaries to check the meaning of words that they have read Understand what they read, in books they can read independently, by: * identifying how language, structure, and presentation contribute to meaning	Draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme Evaluate and edit by: * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors	Develop their understanding of the concepts set out in Appendix 2 by: * using the present perfect form of verbs in contrast to the past tense	* spell words that are often misspelt ('ou' sound). * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 3 Take 1 Book	* listen and respond appropriately to adults and their peers	* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Develop their understanding of the concepts set out in Appendix 2 by:	* spell further homophones.

	<ul style="list-style-type: none"> * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	
Week 4 Take 1 Book	<ul style="list-style-type: none"> * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * identifying themes and conventions in a wide range of books * using dictionaries to check the meaning of words that they have read <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * predicting what might happen from details stated and implied 	<p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * in narratives, creating settings, characters and plot <ul style="list-style-type: none"> * proofread for spelling and punctuation errors <ul style="list-style-type: none"> * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> * spell words that are often misspelt. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 5 Take 1 Book	<ul style="list-style-type: none"> * participate in discussions, presentations, performances, roleplay/improvisations and debates * select and use appropriate registers for effective communication 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements <ul style="list-style-type: none"> * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using fronted adverbials 	<ul style="list-style-type: none"> * spell words that are often misspelt ('ou' sound).

Week 6 Vocab Building	* speak audibly and fluently with an increasing command of Standard English	* retrieve and record information from non-fiction Develop positive attitudes to reading, and an understanding of what they read, by: * reading books that are structured in different ways and reading for a range of purposes Understand what they read, in books they can read independently, by: * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Plan their writing by: * discussing and recording ideas Evaluate and edit by: * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors	Indicate grammatical and other features by: * indicating possession by using the possessive apostrophe with singular and plural nouns	* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
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English Medium Term Plan Term: Summer 1 Year: 3

Texts / Genres Covered	Adventure Stories				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Vocab Building	* participate in discussions, presentations, performances, roleplay/improvisations and debates	<p>* retrieve and record information from non-fiction</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>* using dictionaries to check the meaning of words that they have read</p> <p>Understand what they read, in books they can read independently, by:</p> <p>* identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Plan their writing by:</p> <p>* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>* proofread for spelling and punctuation errors</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <p>* using the present perfect form of verbs in contrast to the past tense</p>	<p>* spell words that are often misspelt ('ure' sound).</p> <p>* use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>
Week 2 Adventure Stories	* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>* discussing words and phrases that capture the reader's interest and imagination</p> <p>* using dictionaries to check the meaning of words that they have read</p> <p>Understand what they read, in books they can read independently, by:</p> <p>* identifying how language, structure, and presentation contribute to meaning</p>	<p>Plan their writing by:</p> <p>* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>* discussing and recording ideas</p> <p>* proofread for spelling and punctuation errors</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <p>* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>* spell words that are often misspelt ('ei' sound).</p> <p>* use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>

Week 3 Adventure Stories	* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * predicting what might happen from details stated and implied 	<p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * in narratives, creating settings, characters and plot <p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause 	* spell words that are often misspelt ('ou' sound).
Week 4 Vocab Building	* consider and evaluate different viewpoints, attending to and building on the contributions of others	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * indicating possession by using the possessive apostrophe with singular and plural nouns 	* use further prefixes and suffixes and understand how to add them.
Week 5 Adventure Stories	* listen and respond appropriately to adults and their peers	<p>* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <p>Understand what they read, in books they can read independently, by:</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proofread for spelling and punctuation errors <p>* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * using and punctuating direct speech 	* spell further homophones.

		* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
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English Medium Term Plan Term: Summer 2 Year: 3

Texts / Genres Covered	Poetry (Shape Poetry / Calligrams), Instructions, Take 1 Book (A Child of Books)				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Shape Poetry / Calligrams	* speak audibly and fluently with an increasing command of Standard English * gain, maintain and monitor the interest of the listener(s)	Develop positive attitudes to reading, and an understanding of what they read, by: * recognising some different forms of poetry * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas Draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * learning the grammar for years 3 and 4 in Appendix 2	* use further prefixes and suffixes and understand how to add them.
Week 2 Instructions	* ask relevant questions to extend their understanding and knowledge	* retrieve and record information from non-fiction Develop positive attitudes to reading, and an understanding of what they read, by: * reading books that are structured in different ways and reading for a range of purposes	Plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas Draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Indicate grammatical and other features by: * using commas after fronted adverbials	* use further prefixes and suffixes and understand how to add them.

		<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> * in non-narrative material, using simple organisational devices * proofread for spelling and punctuation errors * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		
Week 3 Instructions	<ul style="list-style-type: none"> * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> * retrieve and record information from non-fiction <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * using dictionaries to check the meaning of words that they have read <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> * identifying main ideas drawn from more than 1 paragraph and summarising these 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> * spell further homophones. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 4 Take 1 Book	<ul style="list-style-type: none"> * select and use appropriate registers for effective communication * participate in discussions, presentations, performances, roleplay/improvisations and debates 	<ul style="list-style-type: none"> * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> * using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> * spell words that are often misspelt.

		Understand what they read, in books they can read independently, by: * identifying how language, structure, and presentation contribute to meaning			
Week 5 Take 1 Book	* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Develop positive attitudes to reading, and an understanding of what they read, by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting improvements * proofread for spelling and punctuation errors	Develop their understanding of the concepts set out in Appendix 2 by: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
Week 6 Take 1 Book	* use relevant strategies to build their vocabulary	Develop positive attitudes to reading, and an understanding of what they read, by: * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * using dictionaries to check the meaning of words that they have read	* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * learning the grammar for years 3 and 4 in Appendix 2	* spell words that are often misspelt. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.